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ABSTRACT

This document presents model work standards articulating components of the child care center-based work environment that enable teachers to do their jobs well. These standards establish criteria to assess child care work environments and identify areas to improve in order to assure good jobs for adults and good care for children. The standards are divided into 13 categories: (1) wages; (2) benefits; (3) job descriptions and evaluations; (4) hiring and promotions; (5) termination, suspension, severance, and grievance procedures; (6) classroom assignments, hours of work, and planning time; (7) communication, team building, and staff meetings; (8) decision and problem solving; (9) professional development; (10) professional support; (11) diversity; (12) health and safety; and (13) physical setting. Some standards are considered essential for child care centers to be recognized as providing a good adult work environment, directly impact the quality of care, or were repeatedly emphasized by teachers, directors, and others. Some standards indicate two possible levels of quality, a high-quality level and a striving level. Appendices include notes for teachers, directors, parents, and boards of directors who are using the model work standards; information on the "essential" model work standards; methods for calculating a self-sufficiency or living wage for a particular community; and an action plan work sheet. (KB)

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Creating Better Child Care Jobs:

Model Work Standards For Teaching Staff in Center-Based Child Care

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We would like to thank the hundreds of teachers, providers and directors from all over the country who contributed their ideas to this booklet through the "Good Child Care Jobs=Good Care for Children" postcard campaign and CCW's "Taking On Turnover" training sessions. We also appreciate the thoughtful feedback and helpful documents shared by individuals and groups including the Worthy Wage Executive Council, Harvest Resources, the Alliance of Early Childhood Professionals, the Coalition on Minnesota Consensus Standards for Child Care Staff, United Front Child Development Programs, the Child Care Education Program, the Wisconsin Childcare Union, the Board of Directors of the Center for the Child Care Workforce, members of the Worthy Wage Campaign, and NAEYC conference participants.

We welcome your feedback on this document for future editions.

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The Center for the Child Care Workforce

The Center for the Child Care Workforce (CCW)

was founded in 1978 as the Child Care Employee Project, and was known as the National Center for the Early Childhood Work Force from 1994 to 1997. CCW is a nonprofit research, education and advocacy organization committed to improving child care quality by upgrading the compensation, working conditions and training of child care teachers and family child care providers. CCW coordinates two major efforts to promote leadership and career advancement for teachers and providers: the Worthy Wage Campaign and the Early Childhood Mentoring Alliance.

THE WORTHY WAGE CAMPAIGN

Whether we call ourselves child care workers, family child care providers, preschool or early childhood teachers, teacher assistants or caregivers, we work in a field where most people are undervalued and underpaid—a field that is continually losing its best workers because of poor wages and benefits. The Worthy Wage Campaign is a nationwide grassroots effort to empower ourselves to mobilize to reverse the child care staffing crisis. Together, we strengthen our voices, foster respect, and promote accessible and affordable high-quality early care and education to meet the diverse needs of children and families.

THE EARLY CHILDHOOD MENTORING ALLIANCE

Throughout the country, mentoring programs have emerged as one of the most promising strategies to retain experienced teachers and providers, to support newcomers to the field, and to guarantee more reliable, high-quality care for young children. Mentor teachers and providers gain new respect from co-workers and parents, renew their commitment to working with children, and ideally receive additional compensation. The Early Childhood Mentoring Alliance is a national forum for sharing ideas, information and technical assistance among mentors, program developers and policy makers.

When you become a member of the Center for the Child Care Workforce, you receive:

- our biannual bulletin, *Rights, Raises, Respect: News and Issues for the Child Care Workforce*;
- child care policy updates and action alerts; and
- discounts on selected CCW publications.

Most of all, you gain a direct link to a growing movement to guarantee the child care profession the compensation, recognition and respect it deserves. Join us! A membership form can be found in the back of this book.

COMPLIMENTARY ISSUE

Join the Alliance today

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Preamble

These Model Work Standards are built on the premise that good child care jobs are the cornerstone of high-quality services for children and families. These standards

DECLARE:

- the right of child care teachers to work under conditions that reflect and reward their skills, knowledge and experience, and
- the necessity for child care teachers to be involved in determining their working conditions and in making decisions that affect their work lives.

ACKNOWLEDGE:

- the complexity of child care jobs which demand education and training, physical and emotional strength, constant vigilance and creativity, intense human interaction every day all day long, a high level of self-esteem and self-confidence in order to instill the same in children, and a commitment to fostering human development in children and the many adults involved in child care; and
- child care work for what it is: the responsibility and challenge of nurturing the future of our society.

The intent of these standards is that those who choose child care careers can reasonably and responsibly support their own families without having to hold second jobs or be dependent on another wage earner, and that they can feel pride in their choice rather than constantly defending it to others or questioning it themselves. In short, these standards are about:

RIGHTS, RAISES AND RESPECT FOR THE CHILD CARE WORKFORCE

Introduction

Why do we need Model Work Standards?

GOOD CHILD CARE JOBS = GOOD CARE FOR CHILDREN

Current research on the care and education of young children documents the validity of this equation. The daily experiences of child care teachers underscore this relationship. Yet most child care jobs do not pay a living wage, and many fall short as environments which enable teachers to offer the best care and education for children. A truly high-quality child care program needs to carry two marks of distinction: one that recognizes an excellent learning environment for children, and one that recognizes a high-quality working environment for the adults caring for and educating them. National accreditation standards identify the type of environment and activities necessary to promote children's optimal development, and set forth the qualifications that adults should have in order to meet children's needs. These Model Work Standards have been developed to complete the picture of a high-quality early care and education program, by articulating the components of the adult work environment which enable teachers to do their jobs well. The standards establish criteria to assess child care work environments and identify areas to improve in order to assure good jobs for adults and good care for children.

How were the Model Work Standards created?

The Worthy Wage Campaign, coordinated by CCW, began in 1991 as a multi-year effort led by child care teachers and providers around

the country to draw attention to the importance of child care work and the desperate need to improve child care jobs. During the past year, the Campaign has engaged child care teachers and center directors around the country in a national postcard campaign, as well as community-based consensus-building activities such as focus groups, house parties, workshops and other gatherings, to answer two key questions: "What is a high-quality work environment?" and "What needs to be changed to improve your job and your capacity to be a good teacher?" Feedback from the field, combined with research findings on best practices, form the basis of these standards. We anticipate that the standards may need to be altered or refined as we gain new insights from their use by child care staff. The continuing contribution from teachers and directors in a variety of workplaces and perspectives will inevitably strengthen these standards and build our movement for worthy wages and good working conditions.

A Model Work Standards document for family child care providers is also forthcoming from the Center for the Child Care Workforce.

How are the Model Work Standards organized and ranked?

The Model Work Standards are divided into 13 categories, ranging from Wages and Benefits to Professional Development, Diversity and the Physical Setting.

Some standards—those identified by a check mark in the right-hand column—we consider *essential* for a child care center to meet in order to be recognized as providing a good

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adult work environment. These are standards which either: a) directly impact the quality of care that children receive, as documented by current research, or b) were repeatedly emphasized by the many teachers, directors and others who helped us in developing the standards. Further background information on these "essential" standards can be found in the Appendices.

Some standards indicate two possible levels of quality: a **High-Quality** level and a **Striving** level. For many child care programs, the goal of meeting a standard at the "striving level" will reflect significant progress in improving the work environment.

A child care program that meets *75% of the standards*, including all the essential items, is worthy of recognition for providing a good adult work environment. Where two levels are identified, the essential items must at least be met at the Striving Level.

A child care program that meets *90% of the standards*, including all the essential items, has achieved a model work environment that truly supports teachers in providing the best care and education to young children. Where two levels are identified, the essential items must be met at the High-Quality Level.

How can the Model Work Standards be used to improve the work environment?

The Model Work Standards describe a high-quality work environment. Your center may have achieved many of the standards, and others may seem within your grasp. But there are likely to be some which are unattainable within the current scope of your program. We hope that you will use these criteria to evaluate your work environment and to set guideposts for improvements. Model Work Standards can identify the gap between current child care

work environments and those that are needed to create good care for children. These standards, especially those requiring greater resources, are included not to frustrate you but to remind ourselves and others of our vision of a good child care job, our goals for change, and the need for greater investment in child care services.

We recognize that improving a work environment requires an investment of time, energy and money. Some improvements may only require a minimal financial cost, but a significant investment in changing the interpersonal climate of a workplace. Others may challenge programs to re-prioritize existing resources or find additional funding sources. Still others may call for a community-wide plan to unite forces and take action. The recent White House Conference on Child Care, and the widespread acknowledgment by the President, members of Congress and the business community of the inadequacy of current child care compensation, create a more receptive climate than ever for talking about child care jobs and how they can be improved.

The Model Work Standards, therefore, are intended to be used on several levels:

- at child care centers as a vehicle for immediately beginning to improve job conditions;
- in local communities, where representatives of many centers and support agencies can identify cooperative ventures to improve the child care infrastructure; and
- with policy makers and funders to raise awareness about the amount of resources that will be necessary to make lasting, comprehensive improvements in the nation's child care system.

USING THE MODEL WORK STANDARDS IN YOUR CHILD CARE CENTER.

In the earliest phase of implementation, these standards can serve as a working tool

for setting goals to improve your current work environment. We suggest engaging both the teaching staff and the director in developing an action plan for change. A well-thought-out action plan can then be presented to parents, and in many cases a Board of Directors, whose support and involvement become very important. Honoring the diverse perspectives that each of these groups bring to this process will be a challenge and a strength in achieving success. For teachers who are represented by a union, this process can be used to improve the current collective bargaining agreement. (See the Appendices for Notes to Directors, Teachers, Parents and Boards of Directors.)

As a beginning place, consider developing an agreement about how people in your program want to work together to create better child care jobs. What do you need from each other in terms of a working relationship? Put your agreement in writing and use it as a reminder if communication or support breaks down and you need to get back on track. Undoubtedly, your agreement will call for mutual respect among teachers, directors and parents. It will promote the recognition of teachers as professionals not only in relation to children, but to other adults as well. It will acknowledge the sometimes conflicting role of the director as an advocate for teaching staff, and as the business person responsible for the program's financial stability and/or as middle management caught between answering to the administration and serving the needs of staff and parents. It will note the critical role of parent involvement and support in achieving and maintaining a high-quality program.

As a group, you can work through the following process:

1. **Assess your current working environment using the Model Work Standards.** You may choose to do this as a group—preferably the teaching staff and director

together—or ask everyone to assess the program individually, and then come together to identify areas of consensus and disagreement. Looking at each standard, determine whether all staff agree that your program meets this particular goal. If it does, put a check in the box to the left of the standard. If not everyone agrees whether a certain standard has been met, it will be important to work toward understanding why the staff have varying perspectives on this subject.

2. **Discuss higher and lower priorities for improvement.** For those standards which the program does not consistently meet, determine which are of higher and lower priority, using a process similar to that in step #1, and checking the appropriate column to the left of the standard. While reaching consensus on level of priority is desirable, it is less important than agreeing whether a standard is consistently met.
3. **Determine the cost for each of your top priorities.** It is important to place a dollar amount on the various goals you have set. Some programs decide how much money they can allocate or will raise to make changes (e.g., \$5,000 for the coming year) and then select their top priority.
4. **Make an action plan.** Ask each staff person to identify, among their high priorities, one to three standards which they want to work on achieving first. Then, rank the top one to three priorities that are agreed upon by all staff members. Taking your top priority, use the Action Plan Work Sheet provided in the Appendices to develop your plan. (Copy the work sheet for each standard you address.) You may want to start with a standard that you believe will be fairly achievable but meaningful to the teaching staff: for example, increasing your number

of paid sick days. Your plan should also include a time line, notes on what kinds of support and resources you will need to accomplish your goal, and information on who will take on responsibility for certain tasks.

5. **Document your progress.** This will help you evaluate, learn from and adapt strategies to sustain continued efforts.
6. **Celebrate and broadcast your accomplishments.** Every victory, no matter how large or small, moves you closer to your goal of achieving good child care jobs.

USING THE MODEL WORK STANDARDS IN YOUR COMMUNITY.

Model Work Standards can provide community-wide recognition of programs that offer a high-quality work environment for child care teaching staff. In turn, program administrators will be able to better recruit and retain their work force, and parents will have another important way to gauge program quality. We therefore recommend using these standards with the broader community (business, labor, women's, public policy and funding organizations; child care resource and referral agencies; early childhood training institutions; child care advocacy groups; professional associations; support groups, etc.) so that together you can:

- support child care centers which are engaged in improving jobs,
- promote careers in child care centers that recognize the value of a quality work environment,
- inform all professionals—those just entering the field, as well as seasoned professionals—that these standards exist and that they can be useful in making decisions about future professional growth,

- showcase model work sites, and
- educate consumers about quality child care.

If there are others in your community who are working on improving child care jobs using the Model Work Standards, join with them. Together, a coalition of teachers, directors, parents and community members can support each other, learn from each other, and strategize together on how to address some of the most difficult issues, such as affordable health care coverage. As a further resource, see also the Center for the Child Care Workforce's recent publication, *Making Work Pay in the Child Care Industry: Promising Practices for Improving Compensation*.

Who can I talk to about implementing the Model Work Standards?

The staff of the Worthy Wage Campaign at the Center for the Child Care Workforce are available to talk with you about your particular situation and getting started in your community. We also want to hear how you have successfully used the Model Work Standards so that we can share your successes with others. And we welcome your feedback on this document so that we can improve it for future editions.

Remember...

- Something is better than nothing.
- More is better than less.
- Sooner is better than later.

DON'T HESITATE....GET STARTED TODAY.

CONSISTENTLY MET	PARTIALLY MET OR UNMET/HIGH PRIORITY	PARTIALLY MET OR UNMET/LOW PRIORITY	Model Work Standards For Teaching Staff in Center-Based Child Care	ESSENTIAL
			1. WAGES	
			1.1 Salary scales for all positions are published and readily available to all employees.	✓
			1.2 Salary scales range from a locally-determined 'self-sufficiency wage' or 'living wage' for teacher aide and teacher assistant positions, to annualized public school teacher salaries for highest-paid teacher positions. This is the targeted level for high-quality child care work environments. (See Appendix, p.28, for more information about the terms 'self-sufficiency wage' and 'living wage'.)	
			1.3 Salary scales identify different levels of pay for different levels of education.	✓
			1.4 High-quality Level: Until salaries reach target levels, staff minimally receive an annual 5% raise in wages, in addition to a cost-of-living increase.	✓
			Striving Level: Staff receive cost-of-living increases annually.	
			1.5 Until salaries reach target levels, salary scales are reviewed annually and revised when additional funds become available from parent fee increases, reimbursement or other subsidy rate increases, or other sources.	✓
			1.6 Wages are paid in full when the program has an unexpected closure, e.g. inclement weather days.	
			1.7 All work—both the direct care of children, and work that supports the care of children (e.g. staff meetings, planning time, parent conferences, extra responsibilities, paid leave, etc.)—is paid at no less than the regular rate of pay.	
			1.8 Any staff member who is qualified to perform a higher-paid job, and temporarily performs it, is paid at the higher rate of pay for all hours worked on that job.	
			1.9 As required by federal law, all work by child care teaching staff that is over 40 hours per week is paid at the overtime rate of time and a half.	✓
			Number of standards that are consistently met: _____ out of 9.	

NOTES ON WAGES:

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			Model Work Standards For Teaching Staff in Center-Based Child Care	
CONSISTENTLY MET	PARTIALLY MET OR UNMET/HIGH PRIORITY	PARTIALLY MET OR UNMET/LOW PRIORITY	2. BENEFITS	ESSENTIAL
			2.1 High-quality Level: Full-time employees receive 100% employer-paid health insurance, including prescription coverage. Health insurance for part-time employees is pro-rated.	✓
			Striving Level: Full-time employees receive 75% employer-paid health insurance. Health insurance for part-time employees is pro-rated.	
			2.2 High-quality Level: A negotiable package equivalent to 10% of salary is available for child care, family member health coverage, short and long term disability insurance, dental insurance, optical insurance or life insurance.	
			Striving Level: A negotiable package equivalent to 5% of salary is available for child care, family member health coverage, short and long term disability insurance, dental insurance, optical insurance or life insurance.	
			2.3 High-quality Level: A pension plan is available with an employer contribution, which equals 5% of salary and includes an option for employee contributions.	
			Striving Level: A pension plan is available with an employer contribution, which equals 2% of salary and includes an option for employee contributions.	
			2.4 High-quality Level: Staff receive at least 15 paid sick/personal days per year, which can be taken to care for sick family members as well.	✓
			Striving Level: Staff receive at least 12 paid sick/personal days per year, which can be taken to care for sick family members as well.	
			2.5 At least one year's worth of unused sick days can be carried over to the following year.	
			2.6 High-quality Level: A minimum of 11 holidays are paid each year. Staff and employer together determine days closed for holidays. When holidays fall on a weekend, the day before or after is the paid holiday.	✓
			Striving Level: A minimum of 8 holidays are paid each year. Staff and employer together determine days closed for holidays. When holidays fall on a weekend, the day before or after is the paid holiday.	
			2.7 Employees may use personal or vacation time for religious or cultural holidays for which the center is not closed.	

CONSISTENTLY MET	PARTIALLY MET OR UNMET/HIGH PRIORITY	PARTIALLY MET OR UNMET/LOW PRIORITY	Model Work Standards For Teaching Staff in Center-Based Child Care 2. BENEFITS—continued		ESSENTIAL
			2.8 High-quality Level: During the first year of employment, employees accrue vacation time of at least 10 days per year.		✓
			Striving Level: During the first year of employment, employees accrue vacation time of at least 5 days per year.		
			2.9 High-quality Level: During years two through four, employees accrue vacation time of at least 15 days per year.		✓
			Striving Level: During years two through four, employees accrue vacation time of at least 10 days per year.		
			2.10 High-quality Level: After five years, employees accrue vacation time at the rate of 20 days per year.		✓
			Striving Level: After five years, employees accrue vacation at the rate of 15 days per year.		
			2.11 Part-time employees earn vacation on a pro-rated basis.		
			2.12 High-quality Level: Up to 10 days of vacation time may be carried over into the following year.		
			Striving Level: Up to 5 days of vacation time may be carried over into the following year.		
			2.13 There are written policies describing the conditions under which an unpaid leave of absence may be taken by employees.		
			2.14 High-quality Level: Up to 12 weeks of unpaid leave is allowed each year for the birth or adoption of a child, acceptance of a foster child, or employee or family member illness. The employee is guaranteed continued health coverage and his/her job back at the same rate of pay and benefits as prior to the leave.		
			Striving Level: Up to 8 weeks of unpaid leave is allowed each year for the reasons given above. Provisions to stay on the current health care plan and to be re-assigned to a job with the same rate of pay and benefits as prior to the leave are guaranteed.		
			Number of standards that are consistently met: ____ out of 14		

NOTES ON BENEFITS:

CONSISTENTLY MET	PARTIALLY MET OR UNMET/HIGH PRIORITY	PARTIALLY MET OR UNMET/LOW PRIORITY	Model Work Standards For Teaching Staff in Center-Based Child Care	ESSENTIAL
			3. JOB DESCRIPTIONS & EVALUATIONS	
			3.1 Staff members are provided a copy of their written job description, and of evaluation procedures and instruments, before beginning employment.	✓
			3.2 Job descriptions are accurate and specific.	
			3.3 Job descriptions are reviewed regularly and teaching staff have input into any revisions.	
			3.4 Job descriptions include minimum qualifications for the position.	
			3.5 Staff are evaluated three (3) months after the date of hire, or at the end of a probationary/orientation period if less than six (6) months, and then at least annually thereafter.	
			3.6 The evaluation process includes: 1) a self-evaluation completed by the employee, 2) a written evaluation by the supervisor, 3) a peer or team evaluation, and 4) a meeting between the employee and the supervisor to discuss the evaluation.	✓
			3.7 A procedure is in place for employee evaluation of supervisors.	
			Number of standards that are consistently met: ____ out of 7.	

NOTES ON JOB DESCRIPTIONS & EVALUATIONS:

CONSISTENTLY MET	PARTIALLY MET OR UNMET/HIGH PRIORITY	PARTIALLY MET OR UNMET/LOW PRIORITY	Model Work Standards For Teaching Staff in Center-Based Child Care	
			4. HIRING & PROMOTIONS	
			4.1 Current employees are informed of any job opening at least five working days before outside advertising begins.	
			4.2 Policies focus on developing current employees for promotions and leadership positions.	✓
			4.3 In hiring for teaching positions, the interviewing/decision-making committee shall include at least two teaching staff members, at least one of them working in the room where the vacancy occurs.	
			4.4 In hiring for supervisory or management positions, the interviewing/decision-making committee shall include at least one teaching staff member.	
			4.5 Orientation is provided before a new employee begins teaching responsibilities. The orientation includes a review of program policies and procedures, as well as the employee's legal rights in the workplace.	
			Number of standards that are consistently met: ____ out of 5.	

NOTES ON HIRING & PROMOTIONS:

CONSISTENTLY MET	PARTIALLY MET OR UNMET/HIGH PRIORITY	PARTIALLY MET OR UNMET/LOW PRIORITY	Model Work Standards For Teaching Staff in Center-Based Child Care	
			5. TERMINATION, SUSPENSION, SEVERANCE & GRIEVANCE PROCEDURES	ESSENTIAL
			5.1 Employees are not discharged without just cause.	✓
			5.2 No discharge for unsatisfactory job performance takes place until the employee has been warned of unsatisfactory performance in writing and has been given reasonable time to improve (except under circumstances as described in 5.3). Written notice of discharge, stating reasons for dismissal, is given to the employee.	✓
			5.3 Grounds for immediate dismissal, with no prior notice, include: the display of physical violence harmful to children or adults or property, a guilty verdict or substantiated state investigation of child abuse or neglect, evidence of alcohol and/or other drug abuse, misuse of funds, falsification of documents, and violation of confidentiality requirements.	
			5.4 A staff person under investigation for alleged child abuse and/or neglect is transferred to responsibilities that do not involve direct contact with children, or is placed on a paid leave of absence without loss of benefits, until such time as: 1) an investigation is completed by the appropriate agency, or 2) the completion of a trial in a court of law. A positive finding in an investigation or a guilty verdict in a court of law is grounds for immediate dismissal.	
			5.5 High-quality Level: In the case of a layoff, employees receive a minimum of two weeks' notice, followed by severance pay equal to one week of pay for each year of employment, up to four weeks.	
			Striving Level: In the case of a layoff, employees receive a minimum of two weeks' notice and full payment of wages for those two weeks, whether working or not.	
			5.6 Grievance procedures are in writing and are available to all employees.	✓
			5.7 Grievance procedures state who can or must initiate a complaint, how it must be initiated, who receives the complaint, when the complaint must be filed, and how the complaint will be resolved.	
			5.8 Employees have the right to have another person present at any point in the grievance process.	
			5.9 No retaliatory action is taken against staff who implement the grievance procedure.	
			Number of standards that are consistently met: ____ out of 9.	

NOTES ON TERMINATION, SUSPENSION, SEVERANCE & GRIEVANCE PROCEDURES:

CONSISTENTLY MET	PARTIALLY MET OR UNMET/HIGH PRIORITY	PARTIALLY MET OR UNMET/LOW PRIORITY	Model Work Standards For Teaching Staff in Center-Based Child Care 6. CLASSROOM ASSIGNMENTS, HOURS OF WORK & PLANNING TIME	
				ESSENTIAL
			6.1 Staff work schedules and classroom assignments are set at the time of hire.	
			6.2 Classroom assignments are stable and are not changed in response to daily fluctuations in child enrollments. No arbitrary or capricious changes occur.	✓
			6.3 When work schedules must be changed temporarily, staff input is considered.	✓
			6.4 When work schedules must be changed permanently, a minimum of two weeks' notice is given.	✓
			6.5 The child care needs of teaching staff are considered when determining work assignments.	
			6.6 In a 40-hour work week, one paid 15-minute break for each 4-hour period is scheduled and an unpaid 30-minute lunch break is offered. Consistent and qualified substitutes or floater teachers are available for coverage during these scheduled periods of non-responsibility for children.	
			6.7 High-quality Level: Child care teachers receive five (5) hours of paid planning time each week. This time may be used for: observation, curriculum planning, team meetings and staff collaboration, committee and/or Board meetings, parent communication, gathering and preparing materials, reflection on classroom practices, and assessment of children's growth and development.	
			Striving Level: Child care teachers receive two (2) hours of paid planning time each week. This time may be used for the activities identified above.	
			6.8 Child care teachers are not responsible for children during their planning time, as reflected in the program's staffing pattern or the employment of qualified substitutes or floater teachers.	
			6.9 High-quality Level: The program is closed at least two (2) days each year for long-range program planning and for renewing the physical environment.	
			Striving Level: The program is closed at least one (1) day each year for long-range program planning and for renewing the physical environment.	
			Number of standards that are consistently met: ____ out of 9.	

NOTES ON CLASSROOM ASSIGNMENTS, HOURS OF WORK & PLANNING TIME:

CONSISTENTLY MET	PARTIALLY MET OR UNMET/HIGH PRIORITY	PARTIALLY MET OR UNMET/LOW PRIORITY	Model Work Standards For Teaching Staff in Center-Based Child Care	
			7. COMMUNICATION, TEAM BUILDING & STAFF MEETINGS	
			7.1 Communication between teaching staff, administration and supervisory staff models respect for the valuable work of child care.	✓
			7.2 An effective communication system ensures that everyone on staff is informed about new procedures, policies and events. Such a communication system respects the various learning styles of staff; it incorporates both visual and verbal messages, and, as appropriate, a "walking through" process for new procedures.	✓
			7.3 Written policies and procedures for the program are provided to employees at the time of hire, including but not limited to: job descriptions; personnel policies; salary/benefit schedules; staff disciplinary policies; program policies; expectation for staff involvement in parent meetings, conferences, fundraising events and other activities; and health policies for both children and staff.	✓
			7.4 Proposed changes in policies and procedures are circulated in writing to all staff, and a sufficient period is allowed for meaningful staff input and response before changes are adopted or implemented.	✓
			7.5 Paid staff meetings engaging all staff are held at least once per month. Staff meetings are primarily for improving program quality, enhancing staff communication, and promoting professional development of staff. In addition, staff meetings may be used for announcements, reminders and general issues of efficient program operation.	✓
			7.6 Staff have input into the agenda of staff meetings, the agenda is distributed in advance of meetings, and a written record of the meeting is kept and posted.	
			7.7 Opportunities exist for teachers to work collaboratively on projects, to share resources, and to solve problems together.	
			7.8 Activities are planned and traditions are kept which create a sense of community among the staff.	
			7.9 Orientation and welcoming of new teachers incorporate the expertise of current staff.	
			7.10 Opportunities exist for staff to observe one another and work together to improve teaching practices and expand their repertoire of teaching skills.	
			Number of standards that are consistently met: ____ out of 10.	

NOTES ON COMMUNICATION, TEAM-BUILDING, AND STAFF MEETINGS:

CONSISTENTLY MET	PARTIALLY MET OR UNMET/HIGH PRIORITY	PARTIALLY MET OR UNMET/LOW PRIORITY	Model Work Standards For Teaching Staff in Center-Based Child Care	ESSENTIAL
			8. DECISION MAKING & PROBLEM SOLVING	
			8.1 Teaching staff make decisions regarding daily activities, room arrangements and other matters that affect their day-to-day practice.	✓
			8.2 Teaching staff share decision making with the administration in situations where decisions impact their work life. These decisions include, but are not limited to: staffing for paid leave time, scheduling, rotation of responsibilities, ordering materials for the classroom, screening and interviewing new staff, and managing staff turnover with consideration for the needs of children and staff.	
			8.3 Staff are engaged in setting program goals, identifying priorities to meet the goals, and measuring progress.	✓
			8.4 The program philosophy and a vision for the future are shared by staff and reviewed at least annually.	✓
			8.5 There is a commitment on the part of everyone to look at what's not working, along with an openness to and support for trying new ideas.	
			8.6 Problems are viewed as opportunities for program improvement.	
			Number of standards that are consistently met: ____ out of 6.	

NOTES ON DECISION MAKING AND PROBLEM SOLVING:

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CONSISTENTLY MET	PARTIALLY MET OR UNMET/HIGH PRIORITY	PARTIALLY MET OR UNMET/LOW PRIORITY	Model Work Standards For Teaching Staff in Center-Based Child Care	
			9. PROFESSIONAL DEVELOPMENT	ESSENTIAL
			9.1 Staff receive open, honest and regular feedback based on routine classroom observation.	✓
			9.2 Staff receive clear expectations about job performance.	
			9.3 Staff are guided in setting challenging but reachable goals; resources are provided to assist in reaching goals.	
			9.4 Supervision is individualized to meet each teacher's or assistant teacher's needs.	
			9.5 Confidentiality of all information regarding employees is maintained.	✓
			9.6 Staff development and training plans are determined through a mutual evaluation process between the staff member and the supervisor. Training choices reflect the learning styles and interests of individual staff members.	✓
			9.7 High-quality Level: In addition to planning and staff meeting time, staff have a minimum of forty (40) hours of paid professional time each year.	✓
			Striving Level: In addition to planning and staff meeting time, staff have a minimum of twenty-five (25) hours of paid professional time each year.	
			9.8 Teaching staff can use professional time for individualized and state mandated in-service training, attending college classes, observation time in other child care programs, and/or release time for activities related to child care advocacy.	
			9.9 Increases in education are rewarded with increases in compensation.	✓
			9.10 The program provides accessible and affordable professional development opportunities both on-site and within the community. No more than half of the state required training hours can be on-site because of the importance of collaboration and community building among child care professionals.	

CONSISTENTLY MET	PARTIALLY MET OR UNMET/HIGH PRIORITY	PARTIALLY MET OR UNMET/LOW PRIORITY	Model Work Standards For Teaching Staff in Center-Based Child Care 9. PROFESSIONAL DEVELOPMENT —continued	
				ESSENTIAL
			9.11 High-quality Level: Each staff member is allocated at least \$150/year for professional development expenses, after six months of employment. Unused amounts can be carried over to the next year.	
			Striving Level: Each staff member is allocated at least \$75/year for professional development expenses, after six months of employment.	
			9.12 Staff are provided encouragement and support to share their professional development experiences by conducting in-service training for co-workers.	
			9.13 Opportunities to be mentors or to be mentored are available. Appropriate training and compensation are available for staff serving as mentors.	
			9.14 Information about educational funding is available to staff who wish to pursue college degrees in early childhood education or child development.	
			9.15 Substantial effort is made to create educational funds if they are not currently available in the community.	
			9.16 Information is available to staff regarding opportunities for professional support outside the center, e.g. support groups, professional associations, informal networks, and advocacy groups.	
			Number of standards that are consistently met: ____ out of 16.	

NOTES ON PROFESSIONAL DEVELOPMENT:

CONSISTENTLY MET	PARTIALLY MET OR UNMET/HIGH PRIORITY	PARTIALLY MET OR UNMET/LOW PRIORITY	Model Work Standards For Teaching Staff in Center-Based Child Care 10. PROFESSIONAL SUPPORT	
				ESSENTIAL
			10.1 Professional support is available to the staff (either on-site or in the community), including but not limited to: office manager, health care and mental health professional, social worker, psychologist, nutritionist, cook, bus/van driver, and maintenance worker.	
			10.2 The program consistently maintains sufficient staff for manageable group sizes and adult/child ratios that ensure individual attention for each child every day.	✓
			10.3 Trained substitutes or floater teachers are available and arranged by the program administration for all staff leave time, including sick, vacation, personal and professional leave.	✓
			10.4 The program is adequately equipped to meet the developmental needs of all the children in the program.	
			10.5 Staff have access to petty cash funds for immediate consumable supplies, and a system is in place for requesting funds when needs are apparent.	
			10.6 Staff have input in determining the program's operating budget for supplies and equipment.	
			10.7 Professional development plans, as well as recruitment and promotion practices, ensure that peer support is available to all staff from entry level to those with the greatest education and experience.	
			10.8 Professional support is available for working with parents, and for working with families or children who have special needs.	
			Number of standards that are consistently met: ____ out of 8.	

NOTES ON PROFESSIONAL SUPPORT:

CONSISTENTLY MET	PARTIALLY MET OR UNMET/HIGH PRIORITY	PARTIALLY MET OR UNMET/LOW PRIORITY	Model Work Standards For Teaching Staff in Center-Based Child Care	ESSENTIAL
			11. DIVERSITY	
			11.1 All staff participate in ongoing anti-bias/anti-racist training as part of in-service and professional development activity, with a focus on working with adults as well as children.	✓
			11.2 The program honors, respects, and affirms all staff members. Fulfillment of this goal is evaluated regularly with staff input.	✓
			11.3 Program recruitment, retention and promotion policies and practices reflect a commitment to staff diversity.	✓
			11.4 Employees are not discriminated against based on race, color, age, religion, sex, handicap, marital status, political persuasion, national origin or ancestry, physical appearance, income level or source of income, student status, sexual preference, union activity or criminal record except as required by licensing regulations.	✓
			11.5 Reasonable accommodations are made for staff with special needs as required by the Americans with Disabilities Act (ADA).	✓
			Number of standards that are consistently met: ____ out of 5.	

NOTES ON DIVERSITY:

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CONSISTENTLY MET	PARTIALLY MET OR UNMET/LOW PRIORITY	PARTIALLY MET OR UNMET/LOW PRIORITY	Model Work Standards For Teaching Staff in Center-Based Child Care	ESSENTIAL
			12. HEALTH & SAFETY	
			12.1 The program accepts responsibility for providing a safe and healthy working environment for employees.	✓
			12.2 Personal protective equipment or clothing, e.g. disposable gloves, are available without cost to the employee.	
			12.3 Staff receive annual training on safe methods for handling objects and children, e.g. lifting toddlers, and on healthy classroom practices.	
			12.4 Staff receive annual training on the management of infectious diseases.	
			12.5 Staff receive annual training regarding security procedures and systems.	
			12.6 Regularly used equipment (e.g. diapering tables) and storage areas are designed on ergonomic principles and are at a height and location that allow staff to use gestures and postures that are safe.	✓
			12.7 Adult-sized chairs, sinks, toilets and work stations are available.	✓
			12.8 Clear policies that delineate the conditions under which children are excluded from the classroom because of illness or injury are consistently implemented.	
			12.9 Copies of reports resulting from inspection of the workplace by building, health, safety or licensing officials are posted.	✓
			12.10 No retaliatory action is taken against employees who refuse to perform work that is in violation of regulations, after notifying the employer of the violation.	✓
			12.11 Security measures, as identified with input from all staff, are in place to ensure staff members' physical well-being, e.g. alarm, lighting, or other security systems; emergency back-up plans; double staffing at the ends of the day, etc.	
			12.12 Policies are in place to assure a work environment that is free of sexual harassment.	
			12.13 In addition to providing breaks, the program provides in-service training for staff on management of stress and other issues relating to emotional and mental well-being.	
			Number of standards that are consistently met: ____ out of 13.	

NOTES ON HEALTH & SAFETY:

CONSISTENTLY MET	PARTIALLY MET OR UNMET/LOW PRIORITY	PARTIALLY MET OR UNMET/LOW PRIORITY	Model Work Standards For Teaching Staff in Center-Based Child Care	ESSENTIAL
			13. PHYSICAL SETTING	
			13.1 There is adequate classroom space that is designed with the developmental needs of children in mind. Staff have input into room arrangements and are provided resources, training and support to improve classroom space.	✓
			13.2 Classrooms have comfortable places for adults to sit and be with children.	✓
			13.3 Staff are encouraged to add artifacts, photographs and other objects that reflect their lives as well as the lives of the children.	
			13.4 A staff room or designated area is available which allows for staff interaction, and a relatively quiet place for reflection and breaks.	
			13.5 Staff have a safe place to put personal belongings and a work area for preparation and planning.	✓
			13.6 The staff room or designated area is fully equipped with supplies needed for adult work, comfortable adult furnishings, and access to technology, e.g. computers, fax and e-mail, if available within the program.	
			13.7 There is a professional library where staff can obtain books, journals and brochures, and view or check out videotapes, dealing with early childhood education.	
			13.8 The physical setting is evaluated periodically for the health and safety needs of employees; improvements are planned in response to staff needs.	✓
			13.9 There is time within the classroom schedule to set up the classroom and to clean up after the day's activities.	
			13.10 Overall maintenance of the facility is the responsibility of persons other than teaching staff.	
			Number of standards that are consistently met: ____ out of 10.	

NOTES ON PHYSICAL SETTING:

Appendices

Using the Model Work Standards: A Note for TEACHERS

Many child care teachers and providers work for wages and benefits that do not reflect the value of their work. But how often have we heard it said, "We do it for the children," as an excuse for accepting the work environment as it is? In fact, current research and best practices in our field tell us that improving the work environment improves the care and education that we offer children. Providing teachers with what they need to build long-term, consistent relationships with children is "doing it for the children." Improving working conditions, gaining skills through education, and earning a living wage so as to be able to stay in the field are all "doing it for the children." Asking for what you need, and working in cooperation with other adults may not come easy, but undertaking the challenge is worth it for yourself and for the children as well.

GETTING STARTED:

Many child care directors will support these standards and will be equally involved and invested in improving child care jobs. If you are presenting them to your director for the first time, be open to her concerns and questions, and to learning from her business experience. But remember, too, that you have the right to expect that she will learn from your experiences in the classroom. Implementing the Model Work Standards is likely to meet with the greatest success when teaching staff, directors, parents, the board of directors and the community all collaborate as partners.

But what if the director or the administration do not support the Model Work Standards or working together to achieve them? In that case, you can still gather with co-workers in off-hours, and give each other permission to imagine what the workplace should and could be like. Then:

- Assess your current work environment, using the standards.
- Prioritize the changes you would most like to see, based on your everyday experiences.
- As a group, select one to three standards that you can all agree are important goals for your center to work toward first. A unified voice is much more powerful than a solitary one!
- Practice articulating to others why these changes are important. How will they help you, the administration, the parents and children? How will they improve the quality of child care that the center provides?
- Decide on a plan for communicating with the director or administration about the change(s) you want and why.
- Listen respectfully to the response, even if it differs from your own.
- Offer to work cooperatively to find solutions or compromises.

Finally, remember that you can seek allies in the community, in other child care centers, and in the Worthy Wage Campaign, whenever you need outside support in making progress.

Using the Model Work Standards: A Note for DIRECTORS

As a child care center director, you did not create the problems of low wages, inadequate benefits and high turnover in the field, and they are not your problems to solve alone. But you do have a leadership role in helping to recruit and retain an excellent teaching staff, and the Model Work Standards can assist you in accomplishing that. You hold fast to a vision of a high-quality child care program, and you engage others in creating and realizing that vision, one step at a time. Because of this, the following are some reasons why using the Model Work Standards could benefit you and your center:

- to prioritize the use of your limited resources where they will have the greatest impact on staff retention,
- to focus your arguments for increased public and private support for quality child care in your community,
- to learn from the teaching staff in your program about what would make the greatest difference to them in their work lives,
- to educate the teaching staff about the economic realities of operating the program—that is, where the money comes from and how it is currently spent,
- to improve program quality by improving child care jobs,
- to acknowledge the positive working conditions your center does have, and to measure the progress you've made.

There are also some ways in which using these standards could be difficult. You will sometimes be caught between a rock and a hard place—receiving demands or requests from staff that you feel you cannot meet, even if you would like to. The teaching staff may also have ideas or priorities that are different from your own, and you may be asked to share some of your decision-making power.

The following are ways that you can help your center get started in using the Model Work Standards:

- Begin with a staff development session devoted exclusively to this topic. Establish the ground rules for working together and then really listen to staff concerns, suspending both your judgments and your defense of current practices.
- As you work through the six steps described in the Introduction—assessing the workplace, prioritizing, estimating costs, making an action plan, documenting progress, and celebrating success—use small work groups, opportunities for individual reflection, and delegating tasks to keep everyone involved. Make documenting progress an on-going agenda item at staff meetings.
- If you are part of a directors' network, find support from other directors: What have they done? How did they do it? What can you work on together?

Using the Model Work Standards: A Note for PARENTS and BOARDS OF DIRECTORS

Creating a high-quality work environment for child care teachers, and a high-quality caring and learning environment for young children, is a costly process. It is more expensive than many parents can afford, and it is a cost that parents should not have to shoulder alone. But like you, child care teachers and directors believe that your child deserves the best. And the best care means teachers who provide loving, long-lasting and stable relationships with your child—teachers who have an understanding of child development and the skills that promote early learning.

Teachers are most likely to stay and build their careers in early childhood education if they have a good working environment and can earn a decent living for themselves and their families. Currently, however, roughly one third of the child care workforce leaves the job every year, largely due to low wages, and as a result of this high turnover in the field, the quality of care that children receive suffers tremendously. But the term turnover does not really describe the full impact of a teacher leaving the classroom—what we call turnover, children experience as loss.

Working with your child's teachers and director to create better child care jobs can give you a deeper understanding of the true value of early care and education. Joining with child care advocates to secure the public and private resources they need is an excellent way to strengthen the partnership that is working in the best interests of your child. Here are some ways you can help:

- Provide feedback and input into the Model Work Standards "Action Plan" presented to you by your child care program.
- Agree to serve on a committee, participate in fundraising efforts, or respond to other requests for involvement.
- Consider your own workplace and/or community groups you are involved in. Do you have access to any resources that could be useful in improving child care jobs?
- Talk to your employer about child care issues and what your workplace could offer.
- Advocate for increased public investment in the child care workforce.

A Note on the "Essential" Model Work Standards

The standards which are identified in bold are those which we consider essential for a child care center to meet in order to be recognized as a good adult work environment.

Researchers have consistently identified adequate child care staff compensation—including both wages and benefits—as the most direct and efficient method of attracting and retaining well-trained staff. Center-based teacher and family child care provider compensation has been shown in the leading studies of U.S. child care to be a key predictor of child care program quality. Other key predictors are low staff turnover and high levels of staff education and training (Cost, Quality and Child Outcomes Study Team, 1995; Kontos, Howes, Shinn and Galinsky, 1995; Whitebook, Howes and Phillips, 1990). This is not to say that any of these alone will ensure a high-quality program, but rather that they are integral, necessary components of a high-quality program that also includes high adult/child ratios and small group sizes. Investing in child care staff through adequate wages and benefits has been identified as an essential step toward achieving and maintaining quality child care services.

We have therefore emphasized as essential those elements of the Model Work Standards that most directly promote better staff compensation and a better reward system for teachers who receive job-related training and education. Both of these elements, in turn, are linked to low staff turnover and high levels of continuity and stability for children and adults. We have also included items in each category

that were repeatedly considered essential by the many teachers, directors and others who advised us in developing the standards. These are policies that particularly promote strong working relationships, job satisfaction and staff retention by fostering an atmosphere of clear communication, fairness, collaboration and respect in all aspects of a child care center's operation.

The staff of your center will develop its own priorities in ways that may be very different from those in other centers and communities. Yet we also believe that the entire profession will benefit from sharing common ground: a basic set of guidelines that are considered indispensable starting points for defining a good child care work environment. We welcome your feedback and your suggestions.

REFERENCES

- Cost, Quality and Child Outcomes Study Team (1995). *Cost, quality and child outcomes in child care centers: Public report*. Second edition. Denver, CO: Economics Department, University of Colorado.
- Kontos, S., Howes, C., Shinn, M., and Galinsky, E. (1995). *Quality in family child care and relative care*. New York: Teachers College Press.
- Whitebook, M., Howes, C., and Phillips, D.A. (1990). *Who cares? Child care teachers and the quality of care in America*. Final report of the National Child Care Staffing Study. Washington, DC: Center for the Child Care Workforce (formerly the Child Care Employee Project).

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Calculating a Self-Sufficiency or Living Wage for Your Community

The Model Work Standards indicate that the entry-level point on a child care center's salary scale—for teacher aide and teacher assistant jobs—should be a locally-determined 'self-sufficiency wage' or 'living wage.' Determining these figures locally is important, since, due to wide variations in the cost of living among different parts of each state and the country as a whole, it is not possible or appropriate to recommend a single set of salary levels that would fit every community. But what do the terms 'self-sufficiency wage' and 'living wage' mean, and how can they be calculated?

There are several ways that communities have determined what is an adequate wage for someone to earn in their area so as to get by without relying on any form of public or private assistance. This is then used as a rock-bottom, minimum figure in a variety of advocacy efforts. When it was first developed, the federal minimum wage served this function of reflecting a decent subsistence level for a working American, but the minimum wage has long stopped keeping pace with inflation, and is now well below what is needed to stay economically afloat anywhere in the country.

Some communities have established Living Wage Campaigns which agree on a certain figure through a local consensus-building process, calculating the costs of various basic goods and services. The figure could be defined as a dollar amount or as a percentage of the federal poverty level. In one community, for example, the 'living wage' has been set by advocates at 110% of the poverty level for a family of four; in another, it has been set at \$7.00 per hour if benefits are included, and \$8.50 per hour if they are not.

Wider Opportunities for Women (WOW), an anti-poverty project based in Washington, D.C.,

uses the term 'self-sufficiency wage,' and they have prepared county-by-county calculations in several states and the District of Columbia of a "Self-Sufficiency Standard": the hourly wage a worker (with a variety of different family configurations) needs to earn in order to be economically self-sufficient. To reach these figures, WOW measured the average basic costs in each county of housing, public transportation, food, licensed child care, one-third of health care expenses, and taxes. The figures assume that the worker is able to obtain all of these in the regular marketplace without outside assistance—i.e., without any use of public housing, welfare payments, child care subsidy, food banks, etc.

While it should not be difficult to argue that an entry-level worker in the child care field should earn such a self-sufficiency wage, the fact remains that many do not. It has been estimated that as much as half of the child care workforce earn an income at or below the poverty level, and as many as a third earn the minimum wage. Calculating a more reasonable minimum level for your community is an important step to take—and it can become a very powerful tool for organizing, advocacy and education.

Family size is also an important variable. Setting a standard that is appropriate only for a single adult has serious pitfalls—it perpetuates the idea that only single (generally young) people can afford to work in child care, or that a child care teacher must have a partner or spouse who earns a better income and can take on a disproportionate share of a family's economic responsibilities. Instead, calculating a self-sufficiency wage for a family of 3 or 4 members would come closer to reflecting reality; namely, that a very high percentage of child care teachers and providers are working to support their families.

While it takes more work to engage in a

community process of deciding on a 'living wage' or 'self-sufficiency wage' figure, rather than using a standard, one-size-fits-all number, it is really the only way to measure what a decent, minimum level of earnings should be where you live.

For more information on Living Wage Campaigns, contact Chris Owens, Public Policy Department, AFL-CIO, (202) 265-9573.

Wider Opportunities for Women has completed Self-Sufficiency Standards for California, District of Columbia, Iowa, Maryland (Montgomery and Prince George's Counties), North Carolina, Pennsylvania, Texas and Virginia (City of Alexandria, and Arlington and Fairfax Counties). Self-Sufficiency Standards are scheduled to be completed in 1998 for Illinois, Indiana, New York City and Massachusetts. To learn more about the Standard or to develop one for your county or state, send a letter of inquiry to "Self-Sufficiency Standard" at: WOW, 815 15th Street, N.W., Suite 916, Washington, DC 20005; fax: (202) 638-4885; e-mail: info@w-o-w.org. For copies of the Standard for your county or state, contact:

California:

Irma Herrera
Equal Rights Advocates
1663 Mission Street, Suite 550
San Francisco, CA 94103
(415) 621-0672
(415) 621-6744 fax
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District of Columbia, Maryland and Virginia:

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Women Employed
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(312) 782-5249 fax

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(515) 281-9018

North Carolina:

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(713) 228-1801
(713) 845-2560 fax
e-mail: doughtyhrc@aol.com

MAKE A COPY OF THIS WORK SHEET FOR EACH STANDARD YOU ADDRESS

**Model Work Standards
An Action Plan Work Sheet**

The standard we are working to improve:

What we have now:

Our goal:

Note: The goal may be to meet the standard fully at either the high-quality or striving level, or may simply be a step in the direction of meeting the standard.

Estimated cost, if any: _____

While some standards may require minimal if any additional resources, others may take significant financial investment. In the latter case, appropriate steps will include funding strategies. The actual cost should be calculated in your evaluation.

Outline for your Action Plan. See the next page of this work sheet.

Action Plan

Below, or on a separate sheet of paper, respond to the following:

I. What needs to be done? List the specific steps needed to meet the goal.

II. When? Create a timeline including the end point (when you hope to achieve the goal) and action steps along the way.

III. Who? Determine who will be responsible for each specific action step. In addition to staff, identify parents and members of the community who could be helpful in reaching your goal and how and when they will be contacted.

IV. Progress/Notes. This action plan is likely to change or need to be re-evaluated along the way, as new opportunities and new barriers present themselves. Be open and flexible, but keep sight of the goal. Check on your progress frequently and report at staff meetings, through the staff bulletin board, etc. Keep a journal or notes for future reference, and to offer help or advice to programs who follow in your footsteps.

V. Evaluation: Engage all the collaborators in answering the following questions:

Did we succeed in reaching our goal?

If yes, how will we celebrate and broadcast the news?

If no, what barriers still confront us?

What did we learn?

What was the actual time and cost involved?

How do we feel about our process? How could we improve it?

What next?

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Membership Sign-Up Form

Complete form and mail to: CCW, 733 15th Street, NW, Suite 1037, Washington, DC 20005 or fax to 202 737-0370.
Please submit one form per member. Photocopied forms are welcome!

I am currently working as a: ☐ teacher ☐ family child care provider ☐ center director
☐ child care advocate ☐ program developer ☐ trainer ☐ other

	AMOUNT		SUBTOTAL
REGULAR MEMBERSHIP	30.00		
Teachers and providers	15.00		
<i>Receive CCW's biannual bulletin and 10% discount on selected CCW publications and products</i>			
COMPREHENSIVE MEMBERSHIP	50.00		
Teachers and providers	25.00		
<i>Receive all the benefits of regular membership plus action alerts, resource materials and other mailings from (check one):</i>			
☐ Worthy Wage Campaign ☐ Early Childhood Mentoring Alliance ☐ Both			
LIFETIME MEMBERSHIP	500.00		
<i>Entitles you to the benefits for life of both comprehensive members and publications subscribers (Check off under comprehensive membership whether you wish to receive the Worthy Wage and Mentoring mailings.)</i>			
PUBLICATIONS SUBSCRIPTION	75.00		
Members	50.00		
<i>Receive one copy of each new CCW report issued during the year</i>			
ADDITIONAL COPIES OF THIS PUBLICATION	10.00	QUANTITY	
5 or more	7.50		
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GRAND TOTAL			

FORM OF PAYMENT: ☐ Visa ☐ Mastercard ☐ Check money order enclosed

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Signature _____

Name _____ Title _____

Organization _____

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Telephone _____ Fax _____ Email _____

Membership dues and additional donations are tax-deductible.

Model Work Standards: A Tool for Creating Better Child Care Jobs

- **an educational tool** for articulating what child care teachers need in order to have a high-quality work environment.
- **an assessment tool** for evaluating how an individual child care center measures up to providing a high-quality workplace.
- **a planning tool** for setting goals and measuring success.
- **an organizing tool** for enlisting the wider community—parents, business, labor, government, and the early care and education profession—in advocating for the child care resources we need.